



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

representation of the standing of these schools in various matters that can be tested. At the end of the pamphlet there is a financial report for the county. The report itself is a very striking example of the use of graphs and scientific material in a routine report.

Lesson plans.—A paper-bound volume¹ of about one hundred pages makes available a series of lesson plans in English, arithmetic, and geography which originally appeared in the *Atlantic Educational Journal* and were used by the editor and Professor Hall and Professor Mead in the University of Cincinnati and in Columbia University. These lesson plans will be found very useful by teachers who are interested in working out projects for their students and organizing them as type studies.

A course of study for elementary schools.—The school system of Duluth has published in great detail in a number of elaborate volumes the curriculum of its elementary schools.² Much of the material which is presented will be familiar to teachers of other school systems, but there are suggestions which are entirely original.

One general criticism which can be made of the courses is their elaboration along lines that have been treated in recent literature as undesirable. For example, in the volume on arithmetic, not only is there work given for the seventh and eighth grades, but the ninth grade is included also, and that in terms that would indicate that the work of the lower grades is not as successful as it should be. Thus, when we come to grade 9B, we are told in the introduction that "One-third of the time allotment for arithmetic in this grade should be given to intensive drill work in rapid calculation." If there is anything that ought not to be done in the ninth grade, it is to devote one-third of anybody's time to going over once more drill in the fundamental operations of arithmetic. Anyone who in later life needs to become an expert adder can follow one of two courses. He can either save up the necessary money and invest in an adding machine or by very little practice develop a degree of expertness in adding which will serve any purpose that his natural capacities will allow him to serve. Even if he spends one-third of the time in the ninth grade developing speed in addition and subtraction, he will forget it during the next summer vacation and he ought to.

The point which can be made, therefore, in reviewing a large undertaking such as that which appears in these Duluth volumes, is that there is grave danger that a course of study so minutely worked out will obstruct individual teachers of originality who want to break away from the traditional curriculum. On the other hand, such a volume as that on drawing and industrial art ought probably to be commended in terms quite as emphatic as those which have been used in the condemnation of ninth-grade arithmetic. The field of art is so little worked out that a body of stimulating suggestions such as those presented in this volume will be very useful to local teachers and to teachers in other parts of the country.

¹ *Lesson Plans in English, Arithmetic and Geography for Grades Fourth to Eighth.* Edited by Alice Cynthia King Hall. Baltimore: Warwick & York, Inc., 1919. Pp. 92.

² *Arithmetic; Drawing and Industrial Art; English; Geography, History and Nature Study; Music and Physical Education.* Duluth, Minnesota: Duluth Public Schools, 1919.